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ABSTRACT

These unit planning grids for grade 4 music education in Delaware public schools outline nine standards for students to attain in music. Standards cited in the grids are: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently, and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard presents specific goals for students to attain and lists performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 4

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MUSIC UNIT PLANNING - GRADE 4

Standard 1: **Students will sing, independently and with others, a varied repertoire of music.**

A. Students will sing alone with accuracy using good breath control, and within their singing ranges.

B. Students will sing expressively a varied repertoire of solo and choral literature with a difficulty level of 1, including some songs performed from memory.

C. Students will sing music representing diverse genres and cultures, with expression standard for the work being performed, some in the original language.

D. Students will sing partner songs, rounds, and songs with ostinatos.

E. Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor.

For choral ensemble or class, add:

F. [Begins in grade level 5]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.701	sing accurately and independently.																		
4.702	sing using proper diction, correct posture, and proper breathing.																		
4.703	sing expressively using given dynamics.																		
4.704	sing using given phrasing.																		
4.705	sing using given interpretation.																		
4.706	sing a varied repertoire of songs representing genres and styles with expression standard for the work being performed, some in the original language.																		
4.707	sing songs in unison, songs with ostinatos, rounds, and partner songs.																		
4.708	sing in groups, blending vocal timbres and matching dynamic levels while responding to the gestures of a conductor.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 2: Students will perform on instruments, independently and with others, a varied repertoire of music.

A. Students will perform accurately on at least one instrument, in solo and groups, with appropriate technique.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform music representing diverse genres and cultures, with expression, and on instruments appropriate for the work being performed.

D. Students will perform by ear melodies on a melodic instrument and accompaniments on a harmonic instrument.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the gestures of a conductor.

F. Students will perform independent instrumental parts while other students sing or play contrasting parts.

For instrumental ensemble or class, add:

G. [Begins in grade level 6-8]

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.709 perform accurately on at least one instrument in solo and in groups using standard technique.																		
4.710 perform expressively using given dynamics.																		
4.711 perform using given phrasing.																		
4.712 perform using given interpretation.																		
4.713 perform music representing diverse genres and styles with expression and on instruments consistent with the work being performed.																		
4.714 perform by ear accompaniments on a harmonic instrument.																		
4.715 perform by ear melodies on a melodic instrument.																		
4.716 perform in groups blending instrumental timbres and matching dynamic levels while responding to the gestures of a conductor.																		
4.717 perform independent parts while other students sing or play contrasting parts.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 3: **Students will improvise melodies, variations, and accompaniments.**

A. Students will improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.

B. Students will improvise short melodies that are unaccompanied, performed over given rhythmic accompaniments, or performed over simple chord progressions, meter, and tonality.

C. Students will improvise simple ostinato (repeated patterns) accompaniments.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.718	improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.																		
4.719	improvise melodies using computers.																		
4.720	improvise short unaccompanied melodies.																		
4.721	improvise short melodies performed over given rhythmic accompaniments.																		
4.722	improvise short melodies performed over simple chord progressions.																		
4.723	improvise simple ostinato accompaniments.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 4: **Students will compose and arrange music within specific guidelines.**

A. Students will create short songs and instrumental pieces.

B. Students will arrange short songs and instrumental pieces.

C. Students will use a variety of traditional, nontraditional, and electronically produced sound sources when composing.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.724	create short songs and instrumental pieces using standard notation.																		
4.725	arrange short songs and instrumental pieces using standard notation.																		
4.726	use a variety of traditional, nontraditional, electronically produced sound sources when composing.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of simple and compound meters.

B. Students will read and perform pitch notation using a system of musical syllables, numbers, or letters.

C. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and interpret them when performing.

D. Students will use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns with the aid of manipulatives and computer programs.

For choral or instrumental ensemble or class, add:

E. [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.727	read and perform rhythms containing whole, half, quarter, eighth, sixteenth notes and dotted notes, and rests in simple meter.																		
4.728	read and perform pitch notation using a system of musical syllables, numbers, or letters.																		
4.729	identify and define standard notation symbols for pitch, rhythm, dynamics, and tempo.																		
4.730	apply the knowledge of standard notation symbols for pitch, rhythm, dynamics, and tempo when performing.																		
4.731	use standard symbols to notate meter, rhythm, pitch, and dynamics with the aid of computer programs.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 6: **Students will listen to, describe, and analyze music and music performances.**

A. Students will listen and move to music that contains changes and contrasts of musical elements.
B. Students will listen to and identify the sounds of a variety of instruments and voices.
C. Students will identify specific music events in a given aural example using appropriate terminology.
D. Students will analyze the elements of music in aural examples.
E. Students will identify song forms aurally (e.g., AB, ABA, canon).
F. Students will describe music notation, instruments, voices, and performances using appropriate terminology.
G. [Begins in grade level 9-12]
H. [Begins in grade level 9-12]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.732	listen and move to music that contains changes and contrasts of musical elements.																		
4.733	identify individual instruments and their families by timbre.																		
4.734	identify individual voices by range and quality.																		
4.735	identify specific music events in a given aural example.																		
4.736	analyze how elements of music are used in aural examples.																		
4.737	identify themes and variations in aural examples.																		
4.738	describe music notation, instruments, voices, performances.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 7: Students will evaluate music and music performances.

A. Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

B. Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music.

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.739	develop criteria to evaluate the quality and effectiveness of compositions and performances.																		
4.740	apply the developed criteria in their own listening and performance.																		
4.741	explain personal preferences for specific musical works and styles using correct music terminology.																		
4.742	employ specific criteria to evaluate the quality and effectiveness of their own performances and those of others.																		
4.743	evaluate a given musical work and determine what musical qualities were used to evoke feelings and emotions.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 8: **Students make connections between music, the other arts, and other curricular areas.**

A. Students will compare similarities and differences in the meanings of common terms used in the various arts.

B. [Begins in grade level 6-8]

C. Students will identify ways in which principles and subject matter of other disciplines are interrelated with those of music.

D. Students will identify the roles of creators, performers, and others involved in the production and presentation of the arts.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.744	compare similarities and differences in the meaning of common terms (e.g. texture, color, form, etc.) used in the various art forms.																		
4.745	identify ways in which principles and subject matter of other disciplines are interrelated with those of music.																		
4.746	identify the roles of creators and performers involved in the production and presentation of the arts.																		

MUSIC UNIT PLANNING - GRADE 4

Standard 9: **Students will understand music in relation to diverse cultures, times, and places.**

A. Students will identify aural examples of music from various historical periods and diverse cultures by genre or style.

B. Students will describe how elements of music are used in music of various cultures.

C. Students will identify and describe roles of musicians in various cultures.

D. [Begins in grade level 6-8]

E [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.747	identify aural examples of music from various historical periods.																		
4.748	identify aural examples of music from various cultures by genre or style.																		
4.749	describe how elements of music are used in music of various cultures.																		
4.750	identify and describe the roles of musicians in various cultures.																		

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